DOCUMENT RESUME

ED 111 539 RC 008 719

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TITLE	Race-Sex Variations in the Dynamics of Status Attainment as Related to Aspiration Formation: A Causal Analysis.
INSTITUTION	Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
SPONS AGENCY	Cooperative State Research Service (DOA), Washington, D.C.
REPORT NO	TAES-H-2811; USDA(CSRS)-S-61; USDA(CSRS)-S-81
PUB DATE	Mar 74
NOTE	35p.; Paper presented at the Annual Meeting of the Southwestern Sociological Association (Dallas, Texas, March 1974); Not available in hard copy due to marginal legibility of original document
EDRS PRICE	MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Academic Aspiration; Caucasians; Comparative Analysis; Females; Grade Point Average; High School Students; Males; Negroes; *Occupational Aspiration; Parental Background; Parent Influence; Peer Groups; *Racial Differences; Rural Urban Differences; Seniors; *Sex Differences; *Social Influences; Teacher Influence
IDENTIFIERS	*Louisiana

ABSTRACT

In an effort to understand the dynamics of the status attainment process, the effects of significant-other influences were analyzed in terms of sexual and racial differences. Data were derived from a proportionate, stratified, random cluster sample of Louisiana high school seniors. High schools were stratified on the basis of residence (urban/rural), school type (public/parochial), race (black/white), and size of senior class (less than 100, 100-500, and over 500). Group administered questionnaires provided responses for: 1,175 white males; 287 black males; 1,168 white females; and 390 black females. The variables employed were: father's and mother's education and father's occupation (exogenous); high school grade point average, educational encouragement (parental, teacher, and peer), and peer modeling behavior (intervening); and educational and occupational aspiration (dependent). Results indicated that: (1) school performance and peer modeling were the most important variables in the formation of career aspirations of all respondents, regardless of race/sex criteria; (2) peer influence was a modeling influence for black and white youth of both sexes; and (3) mother's education influenced black and white female aspirations, while school performance and peer modeling significantly influenced male aspirations. (JC)

ED111539

Preliminary Draft

* Permission granted to ERIC - 2 Sept 1975

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*Paper presented at the annual meeting of the Southwestern Sociological Association, Dallas, Texas, March, 1974. This study contributes to TAES Research Project H-2811 and U.S.D.A. Regional Research Project S-81. This paper is a preliminary draft and additional analyses are in progress. * Please do not cite or quote without permission. The authors acknowledge Alvin L. Bertrand and Frank Staggs, Jr. for assistance.

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Race - Sex Variations in the Dynamics of Status Attainment as Related to Aspiration Formation: A Causal Analysis

Introduction and Objective

The development and subsequent expansions of the "Blau-Duncan paradigm" has gone a long way toward directing current research in the area of social stratification (Kelly, 1973; Blau and Duncan, 1967; Sewell, Haller and Portes, 1969; and Sewell, Haller and Ohlendorf, 1970). The "status attainment process" appears to include an important social psychological dimension, which takes into account the role various significant-others play in encouraging and modeling behaviors appropriate for the formation of occupational and educational aspirations. In turn, significant-others' influence and status aspirations have substantive impact upon educational and occupational achievements (Haller and Portes, 1973).

The trend of the status-attainment research reflects cumulative and systamatic applications across cultures (Jones, 1971; Kelly and Perlman 1971; Hansen and Haller, 1973) and various subpopulations (Sewell, Haller and Ohlendorf, 1970). Research on the dynamics of status attainment up to the aspiration-stage of development have extended the range of subpopulation consideration to include southern blacks and white males from different residential origins (Carter, Picou, Curry and Tracy, 1974 and Picou and Carter, 1974). It is interesting to note that in the midst of increased theoretical and empirical information on the career patterns of women (Super, 1957, Mulvey, 1963; Vetter, 1974), relatively little research has addressed itself to the application of

"status attainment process" to women.[1] In light of this state, the primary objective of this inquiry is an assessment of race - sex variations in a causal model of the formation of educational and occupational aspirations.

Women and the Dynamics of Aspiration-Formation

The participation of females in the labor force occurs within a structure of socialization which is characterized by the emergence and maintainence of various stereotypical prescriptions. Female work-roles are distinct from those of males and the existence of a sex-linked occupational structure has been documented in a number of studies (e.g., See: Harmon, 1971; Schlossberg and Goodman, 1972). The existence of a sex-linked occupational structure is reinforced by data which suggests a structure of sex-role stereotypes reflecting ethnocentric debasement of the female, her characteristics, ability and potential (Broverman, Vogel, Broverman, Clarkson and Rosenkrantz, 1972). The "male standard" of normative evaluation is, for the most part, a standard which has historically argued that the prototype of humanity is white and male (Doherty, 1973).

The male standard is most apparent and critical when considering multiple role assignments, which overlap within the realm of economic and family behaviors. Females, in general, are more predisposed to potential role conflict due to the double strain of having normative obligations extending beyond career considerations to include such areas as domestic obligations and social companionship (Komarovsky, 1946; Cavan, 1963; Rodmen, 1965 and Robin, 1969). In fact, Rodmen (1965)

suggests that the primary focus of the female role is a prescription to child rearing and family maintainence, rather than career acheivement. The results of "male standard based" perspectives have been throughly documented concerning outcomes in the occupational structure for females, stereotypes of female role performance in selected (stereotyped) occupations and occupational socialization throughout all female life stages (Vetter, or coming, Dejong, et al., 1973). A rather limited amount of theory construction has been applied in this area (Zytowski, 1969) and certainly more theoretical and empirical efforts are needed to clarify the significance of sex-role socialization for status outcomes and variations in the dynamics of the process of achieving these outcomes.

Most recently, Haller, Otto, Meier and Ohlendorf, (1974)have noted the significance of career aspirations for eventual career acheivements. It appears that their LOA (level of aspiration) concept has a similar structure and response pattern for males and females (Haller, Otto, Meier, and Ohlendorf, 1974:119).[2] In this inquiry we are concerned about assessing sex and race variations in the causal dynamics of the process by which youth come to manifest various levels of aspiration for the status areas of education and occupation. With this goal in mind, we will now turn to a discussion of what has been designated as the "Wisconsin Model" of status attainment.

The Dynamics of Status Attainment: The Wisconsin Model

The Wisconsin model originally was developed from a subsample of farm residents living in the state Wisconsin (Sewell, Haller and Portes, 1969). In contrast to the Blau-Duncan model (Blau and Duncan, 1967), which specifies a basic one step transmission process--parental status to achieved status--the Wisconsin model posits a three step transmission process.[3] Parental status and mental ability are assumed to influence school performance and, in turn, all three impact upon significant-other encouragement to attend college. Significant other influence effects the formation of occupational and educational aspirations, which have a substantial influence on early educational and occupational attainments. Thus, the Wisconsin model suggests quite convincingly that career aspirations operate as intervening variables in the status on achieved status. Additionally, the effects of parental status on aspirations are mediated to some degree by the influence of significant others.

In a later article from the same data set, the applicability of this model was assessed for four additional residence categories--village, small city, medium city, and large city (Sewell, Haller and Ohlendorf, 1970). The results of this study indicate that the proposed model, with several minor modifications, is "appropriate" for interpreting the status attainment process of young white males from a variety of residential origins (Sewell, Haller and Ohlendorf, 1970: 1025). Although slight deviations were noted between residence

groups, the "Wisconsin Model" was found to account for 40 percent of the variance in early occupational attainment and 57 percent of the variance in early educational attainment. Additionally, and more central to this study, approximately 31 to 39 percent of the variance in occupational aspirations and 33 to 44 percent of the variance in educational aspirations were explained by the variables antecedent to aspirations.

The general objective of the paper is a partial replication of the dynamics of the Wisconsin model across race-sex categories of adolescents residing in the state of Louisiana. Meeting this objective appears to be particularly salient for social mobility research. The fact that the Wisconsin model is restricted to a sample of Wisconsin white males limits generalizability (Sewell, 1971). Additional research in other regions of the country, for various subpopulations and across cultures is extremely limited and just beginning to emerge (Carter, 1972; Carter, Picou, Curry and Tracy, 1972). Our replication of the Wisconsin model is partial in several ways and although these limitations have been noted elsewhere, a brief consideration of them is necessary.[4] First, we have no data concerning early career achievements. Second, we have no variable comprable to the exogenous "mental ability" variable utilized by Sewell, Haller and Ohlendorf (1970). The first limitation restricts what can be said about status attainment per se; however, and just as important, we can evaluate the key social-psychological processes germain to the Wisconsin model, as we have relatively comprable data on academic performance, significant-other influence and educational and occupational aspirations. Concerning the second limitation, we know that the mental ability variable should substantially reduce the explained variance

for certain endogenous variables (e.g., academic performance); however, we feel that these results will not seriously bias our findings since it has been shown in numerous studies that the correlation between mental ability and social status is rather small (Duncan, Featherman and Duncan, 1968; Duncan, Haller and Portes, 1968).

The original development of the Wisconsin model and its extension to various residential groups was carried out utilizing aggregate indices of socioeconomic status and significant-other influence. Most recently Hauser (1972) has demonstrated the advantages of disaggregating the components of these variables. In the model to be analyzed below, our indicators of socioeconomic status and significant other influence will be presented in disaggregated forms in an attempt to expand our understanding of the dynamics of status attainment processes.

Specifically concerning the variable significant-other influence, our data allows a comparison of the effects of alternative modes of peer influence on aspirations. Although Sewell and his associates, in the development of the Wisconsin model, utilized a variable almost identical to our "peer modeling", it appears from his work that he would prefer a straight-forward perceived encouragement variable similar to the one he has for parents and teachers. The reason for this inferred preference is apparent in light of the most recent research on significant other influence (Woelfel and Haller, 1971; Woelfel, 1972). The educational encouragement variables seems to represent a conceptualization of significant other influence in terms of "definers" (Woelfel and

Haller, 1971; Woelfel, 1972). These variables appear to measure that aspect of significant other influence in which the significant other functions primarily to define suitable educational goals for the respondent.

On the other hand, the "peer modeling" variable seems to represent a different conceptualization in that it focuses primarily on the significant other as a role model, rather than as a definer. In this case, it is essentially irrelevant whether or not the significant other has actually formulated educational expectations for the respondent. In this instance, the respondent is the active participant in that he is seen as attempting to model his behavior on that of the significant other. Thus, by utilizing the peer modeling variable, the Wisconsin model implicitly assumes that, whereas parents and teachers exercise their influence on the respondent by defining educational goals for him, peer influence is exercised by role modeling behavior on the part of the respondent himself. Since we have measures of both types of peer influence variables (peer encouragement and peer modeling) in our data set, we can make a preliminary assessment of this assumption for black and white adolescents of both sexes. Figure 1 presents the causal model which will be anlayzed for the respondents. The structural equations for the model can be specified employing path analytic notations where the direct effect of variable j on i is expressed by P_{ij} (Duncan, 1966):

$$G = P_{GV}V + P_{GM}M + P_{GX}X + P_{G1}E_1$$

$$P = P_{PG} + P_{PU}U + P_{PM}M + P_{PX}X + P_{P2}E_2$$

$$T = P_{TG}G + P_{TV}V + P_{TM}M + P_{TX}X + P_{T3}E_3$$

$$K = P_{KG}G + P_{KV}V + P_{KM}M + P_{KX}X + P_{K4}E_4$$

$$F = P_{FG}G + P_{FV}F + P_{FM}M + P_{FX}X + P_{F5}E_5$$

$$E = P_{EP}P + P_{ET}T + P_{EK}K + P_{EF}F + P_{EG}G + P_{EV}V + P_{EM}M + P_{EX}X + P_{E6}E_6$$

$$J = P_{JP}P + P_{JT}T + P_{JK}K + P_{JF}F + P_{JG}G + P_{JV}V + P_{JM}M + P_{JX}X + P_{J7}E_7$$

where:

$$r_{12} = r_{13} = r_{14} = r_{15} = r_{16} = r_{17} = 0$$

$$r_{26} = r_{27} = r_{36} = r_{37} = r_{46} = r_{47} = r_{56} = r_{57}$$

all remaining residuals relationships $\neq 0$.

(Figure 1 about here)

The data

A proportionate, stratified, random cluster sample of Louisiana high school seniors was selected. High schools within the state were stratified on the basis of residence (urban-rural), school type (public-parochial), race (black-white), and size of senior class (less than 100, 100-500, over 500). All public and parochial schools in the state were included in the sampling frame, regardless of racial exclusiveness. Questionnaires were administered to all seniors present the day group interviews were scheduled. The data were collected during the fall of 1970. The data analyzed are for respondents with all data present.

We have data on 1,175 white males, 287 black males, 1168 white females, and 390 black females.

The exogenous variables utilized in this study are father's education, mother's education and father's occupation. They are operationalized as follows:

Father's Education (V) - Determined by the following question: What was the highest school grade completed by your father?

0 - None	7 - Seventh Grade	14 - Some college
1 - First Grade	8 - Eighth Grade	16 - Bachelors degree
2 - Second Grade	9 - Ninth Grade	17 - Some Graduate School
3 - Third Grade	10 - Tenth Grade	18 - Masters Degree
4 - Fourth Grade	11 - Eleventh Grade	20 - Doctors Degree
5 - Fifth Grade	12 - Twelfth Grade	
6 - Sixth Grade	13 - Vocational-Technical	

Mother's Education (M) - Operationalized identically as "Father's Education."

Father's Occupation (X) - Determined by assigning "Transform to NORC scale" prestige scores (Duncan, 1961: 263-275) to the occupation, industry, and class of worker that the respondent indicated described the job his father held in November 1970. If the father was unemployed or deceased at the time of the study, the last job held by the respondent's father was coded.

Five intervening variables were incorporated into the model presented here. They are: high school grade point average, parental educational encouragement, teacher's educational encouragement, peer's educational encouragement, and peer modeling behavior. These variables are operationalized as follows:

High School Grade Point Average (G) - Determined by the respondent's report of grades received in an exhaustive list of high school courses. Additionally, actual grade point average was obtained from guidance counselors for approximately half the respondents. The zero-order correlation between reported GPA and actual GPA is .773. Reported GPA was selected as an indicator of this variable primarily because the loss of sample size was neligible. A correction for measurement error has not been made in this paper because we have not yet determined the proper measurement model.

Parental Educational Encouragement (P) - Determined by the following question: In general, my parents have --

1 = Strongly discouraged me from going to college

2 = Discouraged me from going to college

3 = Have not influenced me one way or the other concerning going to college

4 = Encouraged me to go to college

5 = Strongly encouraged me to go to college

Teacher's Educational Encouragement (T) - Operationalized identically as "Parental Educational Encouragement."

Peer's Educational Encouragement (K) - Operationalized identically as "Parental Educational Encouragement."

Peer Modeling (F) - Determined by the following question: Most of my close friends are —

1 = Going to college

0 = Not going to college, probably going to work

0 = Going into military service

The two ultimate dependent variables in this study are educational and occupational aspirations. They are operationalized as follows:

Educational Aspiration (E) - Determined by the following question: How much education do you desire and will actively attempt to get?

0 - none after high school	4 - Bachelors degree
1 - vocational-technical	6 - Masters degree
2 - some college	8 - Doctors degree

Occupational Aspiration (J) - Determined from the following question; Now we would like to know what job you desire and will attempt to attain as a lifetime job? Responses were coded in the same manner as "Father's Occupation."

Results

The analysis will proceed in the following manner: first descriptive statistics and gross variable interrelationships (in the form of zero-order correlations) will be presented. Second variable effects for the model under investigation will be contrasted by race-sex control categories.[5]

Table 1 presents means and standard deviations by control categories for the variables under consideration. Mean scores for the two dependent variables appear reasonably similar for all control categories.

This trend appears to dominate the results obtained in Table 1, with the exception of the socio-economic status scores for whites versus blacks. As would be expected parents for both male and female Black youth were found to be considerably lower than whites on all indicators of S.E.S. The White females were found to manifest the lowest educational aspiration levels, while at the same time holding relative to the other control groups, rather high-status occupational aspirations (73.557).

(Table 1 About Here)

Tables 2 through 5 contain the gross interrelationships of the variables in the form of zero-order correlations. A quick glance at the zero-order relationships obtained across control categories for the two ultimate dependent variables, educational aspiration and occupational aspiration, reveals some distinct variations. Overall, the exogenous variables (X,V,M) appear to be more highly correlated with aspirations for the White respondents; parents' encouragement (P) was also found to exhibit relatively stronger correlations with aspirations for Whites also; and furthermore educational and occupational aspirations were more highly intercorrelated for White respondents of both sexes. Of particular interest was the finding that the zero-order relationship for the educational and occupational aspirations of Black females was .276. This correlation is very low in contrast to obtained relationships in other control categories and previous research in this area.

(Tables 2 through 5 Here)

Prior to moving to the analysis of the model presented in Figure 1, it should be noted that due to fluctuations in sample size, statistically significant coefficients may not always reflect substantive significance and true differences across control categories. Furthermore, since we are interested in across population comparisons of variable effects, the unstandardized regression coefficients presented in Tables 6 through 9 will receive our primary attention in the discussion of the findings (Schoenberg, 1972).

Relatively weak effects obtained for the grade point average equation in all models. This general finding concurs with previous research in this area and tends to question the numerous contentions of scholars that socio-economic status predicts a host of student educational behaviors (for example, see: Charters, 1963). Turning to the parental educational encouragement variable, we find that student grades impact upon the amount of encouragement to attent college perceived by White males and females. No similar effect was observed for Blacks. Contrasts of the unstandardized coefficients reveal a slightly larger effect for White females over White males; the unstandardized coefficient for Black males and females was slightly lower, the magnitude of the difference being more pronounced for Black females. The exogenous variables were found to exert rather "weak" effects on parents' educational encouragement; mothers' education (M) did exert a stronger effect on perceived encouragement

for White females than any other control category.

(Tables 6 through 9 Here)

Looking at the teacher encouragement equation, we find that school grades impact upon perceived encouragement to attend college for all groups except Black males. The unstandardized regression coefficient was considerably larger for White females, followed by similar coefficients for White males and Black females respectively. Father's occupation (X) manifested similar weak effects (.006 to .008) across all control categories (obtaining statistical significance for 3 of the 4 control categories). These findings suggest that teacher's encouragement to go to college, as perceived by students, were influenced most strongly by actual student performances in school rather than socio-economic status characteristics of students.

The findings for friends' educational encouragement manifested a pattern somewhat similar to teacher encouragement. The effects of socio-economic status were minimal, however, school performance appears to predict the <u>definer</u> encouragement student's receive from peers. A glance at the unstandardized coefficients reveals that the effects of school performance were most salient for the perceived peer encouragement of Black males. The coefficient for Black males was .307, in contrast to .167 for White females; .162 for Black females; and .104 for White males.

School grades were found <u>not</u> to have a very substantial impact upon the peer modeling variable for Black males; however school grades were found to be an important determinant of peer modeling

for the other three control categories, particularly females. The effects observed for socio-economic status were, once again, very weak. However, significant effects for the variable father's education (X) were noted for White males and females and Black males.

Turning our attention to the two ultimate dependent variables in our model--educational and occupational aspirations, we find that mother's education (M) manifested significant direct effects for females. This finding was especially pronounced for educational aspiration. For occupational aspirations, father's occupation (X) displayed a similar pattern. The magnitude of the coefficients for this effect was greatest for White males (.204) and Black females (.111).

School performance (G) manifested significant direct effects on both educational and occupational aspirations for all control categories. School performance manifested stronger coefficients on both aspiration variables for males. These results suggest that males receive a greater payoff (in terms of aspiration levels) from grades obtained in school.

Some noticable differences in the effects of parents' encouragement on aspirations were observed by control categories. Parental encouragement manifested similar effects on educational aspirations for all control groups, except Black males. It appears that encouragement provided by parents to attend college results in a slightly higher level educational aspiration for White males and females and Black females. On the other hand, male occupational

aspiration levels appear to be effected more by parental educational encouragement. Rather substantial differentials were observed by sex and are more clearly revealed in the chart below. Apparently, parental encouragement to attend college does not necessarily result in high status occupational goals for females. This result may be indicative of the restricted ranges of jobs available to females because of sex-role socialization. Encouragement to attend college may have more consequences, at least occupationally, for males.

	Unstandardized Coefficient
White Males	1.612*
Black Males	1.452
White Females	.368
Black Females	.106

*Significant at .05 level

Teacher and peer encouragement to attend college had relatively inconsequential effects on aspirations. Friends' encouragement manifested a significant effect for White females, but the magnitude of the effect, relative to other categories, appears rather inconsequential. The peer modeling variable, on the other hand, was found to exert significant effects on aspirations for all control categories. Differences in the magnitude of the effects of peer modeling across control categories, were most pronounced for occupational aspirations. The coefficients for males were once again substantially larger, as noted in the chart below. From These

	Unstandardized Coefficient
White Males	6.185
Black Males	4.178
White Females	1.610
Black Females	1.441

findings it appears as though having peer friends who are planning to attend college raises occupational aspiration levels moreso for males than females.

Conclusions

In this research summary we have attempted to make a comparative analysis of the dynamics of aspiration formation for Black and White youth of both sexes. Our most general observations lead us to conclude that school performance and peer modeling were the most important variables for the formation of career aspirations of all respondents, regardless of race-sex criteria. Furthermore, it appears that the influence peers exert on aspiration levels follows the "modeling" rather than "definer" mode. The implicit assumption in previous research on aspirations and status attainment that, peer influence is modeling influence, appears justified, in light of our empirical results, for Black and White youth of both sexes.

A closer look at our results reveal some noticable race-sex differences in the dynamics of aspiration formation. First, it appears that mother's education is a more important variable in this process for females. Similar net effects for this variable were noted for females of both racial categories for both educational and occupational aspirations. It appears rather consistent with these findings to argue that mother's past status achievements provide an important reference for the development of females' level of aspiration. Our lack of data on mother's occupational achievements is a definite limitation for the female models.

School performance and peer modeling were also found to have effects of greater magnitude on male than female respondents' occupational aspirations. These results suggest that males may be applying educationally associated successful behaviors and influence toward occupational rewards moreso than females. This process may reflect the limited range of occupational options traditionally accorded females in a society with a definite sex-linked occupational structure. Additionally, these results may reflect the fact that socialization concerning education is rather consistent across the sexes, while occupational socialization patterns are different. Since our data are primarily limited to variables related to educational achievement, i.e., academic performance, college encouragement, etc., a fruitful line of future inquiry, which may shed light on substantive processual differences, would be the study of sex-variations in occupational socialization patterns. Pressure and encouragement to attend college may be similar for both sexes, while the utilization of educational achievements for occupational achievements may be differentially emphasized by sex. College could be viewed moreso as a vehicle for future achievement by males rather than females.

In conclusion, it appears a bit premature to assume that the dynamics of aspiration formation and status attainment are identical for Black and White youth of both sexes. However, the overall structure of our model appears to be legitimate and future research should attempt the isolation of variables unique to race-sex groups.

For example, some evidence does exist which suggests that marital considerations impact significantly upon females and that "locus of control" is an important motivational component for Blacks. We hope to clarify some of the results noted above with additional analyses concerning the role of family structure for each of the groups considered.

Footnotes

[1]A notable exception to this trend is Carter (1972).

[2]Haller, Otto, Meier, and Ohlendorf, 1974: 119. Their aspiration measure is different from ours or the one employed in the Wisconsin Status Attainment Research.

[3]For more detailed explications concerning these models, See: Sewell and Hauser, 1972 and Haller and Portes, 1973.

[4]See Carter, Picou, Curry and Tracy, 1974 for more details.

[5]Currently we are in the process of isolating statistically significant differences across these categories. In this paper, variable effects are contrasted without benefit of a covariance analysis between groups. For more information, see: Picou and Carter, 1974.

0023

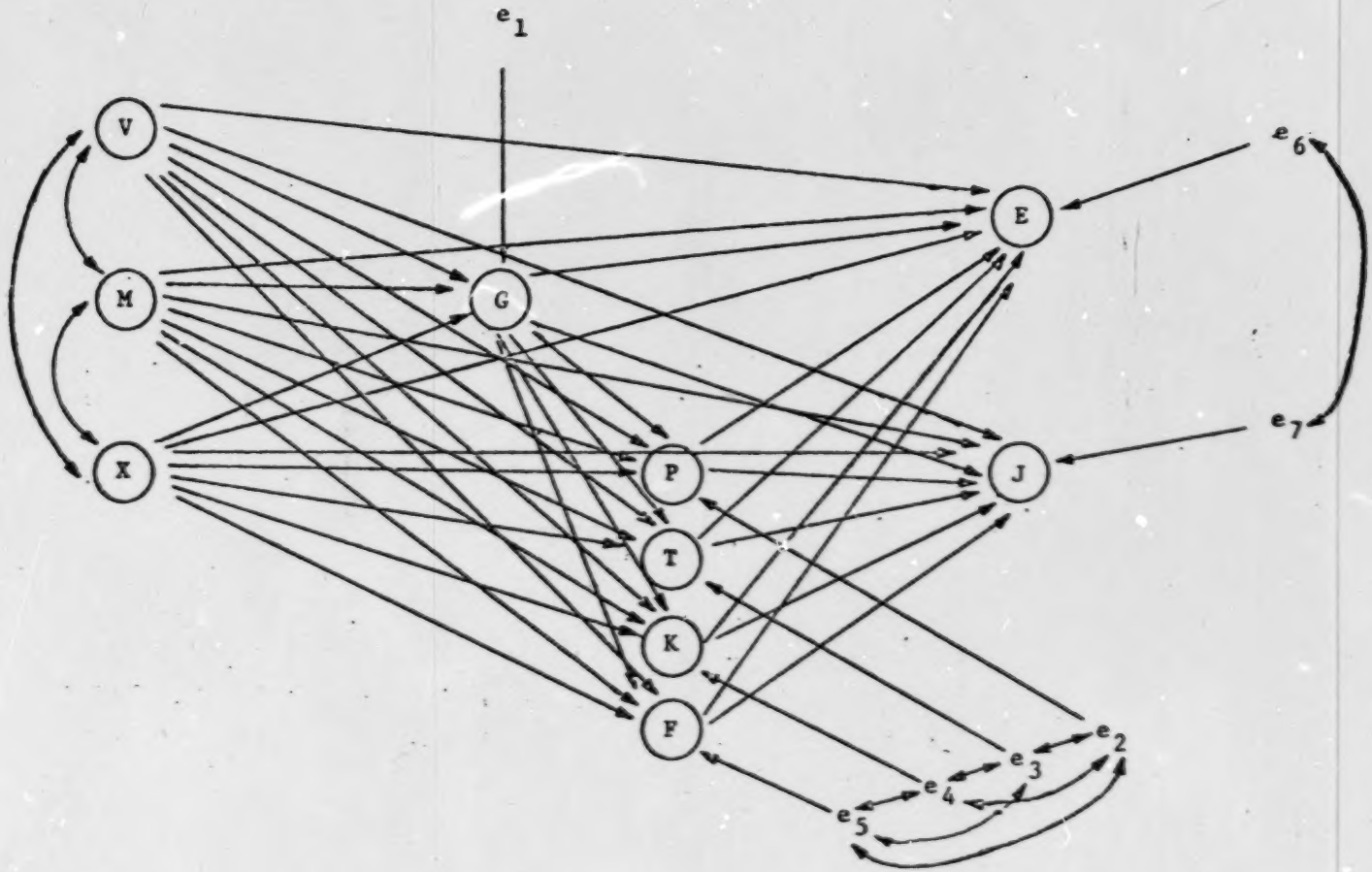

Figure 1: A Social Psychological Model of the Dynamics of Aspiration Formation

Table 1: Means and Standard Deviations For Model Variables by Control Categories

			Female White		Female Black		Male White		Male Black	
			$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
V	(FE)		11.780	3.557	7.559	3.939	11.896	3.831	7.264	4.164
M	(ME)		11.548	2.728	8.715	3.529	11.757	2.853	8.693	3.738
X	(FO)		66.866	10.963	50.003	9.897	67.075	10.929	50.223	11.097
G	(GPA)		2.775	.632	2.567	.632	2.556	.650	2.409	.579
P	(PE)		4.013	.940	4.018	.976	4.318	.802	3.983	.951
T	(TE)		3.983	.850	3.931	.889	4.117	.828	3.847	.937
K	(FE)		3.765	.833	3.851	.912	3.809	.868	3.753	.999
F	(PM)		.680	.467	.623	.485	.726	.446	.470	.500
E	(EA)		3.10	2.280	3.851	2.412	3.990	2.473	3.408	2.589
J	(OA)		73.557	6.103	72.662	6.419	73.949	10.453	71.084	12.095

0024

Table 2:

Zero Order Correlations for

Black Females (N = 390)

	X	V	M	G	P	T	K	F	E	J
X	1.000									
V	.324	1.000								
M	.323	.506	1.000							
G	.116	.115	.116	1.000						
P	.069	.139	.126	.0970	1.000					
T	.091	.060	-.032	.114	.292	1.000				
K	.125	.122	.057	.105	.165	.228	1.000			
F	.178	.180	.215	.243	.085	-.007	.210	1.000		
E	.178	.164	.249	.272	.298	.130	.137	.248	1.000	
J	.244	.184	.192	.167	.071	.085	-.012	.173	.276	1.000

0025

Table 3:
Zero Order Correlations for

White Females (N = 1168)

	X	V	M	G	P	T	K	F	E	J
X	1.000									
V	.544	1.000								
M	.393	.524	1.000							
G	.099	.120	.117	1.000						
P	.206	.236	.253	.184	1.000					
T	.129	.083	.098	.254	.337	1.000				
K	.135	.094	.140	.145	.256	.360	1.000			
F	.248	.293	.244	.241	.226	.168	.291	1.000		
E	.260	.286	.335	.348	.392	.240	.261	.419	1.000	
J	.191	.203	.192	.213	.164	.125	.088	.223	.450	

92000

Table 4:

Zero Order Correlations for

Black Males (N = 287)

	X	V	M	G	P	T	K	F	E	J
X	1.000									
V	.460	1.000								
M	.478	.533	1.000							
G	.148	.195	.215	1.000						
P	.132	.107	.145	.122	1.000					
T	.119	.107	.100	.082	.569	1.000				
K	.121	.114	.087	.196	.330	.400	1.000			
F	.236	.249	.230	.085	.172	.117	.164	1.000		
E	.233	.196	.280	.376	.187	.085	.054	.367	1.000	
J	.189	1.99	.230	.354	.192	.107	.095	.255	.410	1.000

0027

Table 5:

Zero Order Correlation for

White Males (N = 1175)

	X	V	M	G	P	T	K	F	E	J
X	1.000									
V	.557	1.000								
M	.368	.537	1.000							
G	.167	.170	.176	1.000						
P	.230	.295	.269	.210	1.000					
T	.179	.176	.170	.181	.469	1.000				
K	.093	.115	.108	.102	.323	.414	1.000			
F	.263	.315	.231	.237	.318	.230	.234	1.000		
E	.336	.381	.321	.405	.415	.268	.247	.480	1.000	
J	.375	.323	.256	.327	.313	.205	.129	.420	.595	1.000

82000

Table 6: Coefficients In Standardized and Unstandardized Forms For Black Females

Black Females N = 390

	V	M	X	G	P	T	K	F	R	
G	(.059) .009	(.061) .011	(.078) .005						.151	
P	(.094) .023	(.067) .019	(.008) .001	(.078) .120					.172	
T	(.075) .070	(-.111) -.028	(.090)* .008 *	(.108)* .152 *					.169	
K	(.098) .023	(-.033) -.009	(.094) .009	(.087) .125					.176	
F	(.061) .007	(.130)* .018 *	(.092) .050	(.211)* .162 *					.326	
E	(-.021) -.013	(.158)* .108 *	(.065) .016	(.186)* .710 *	(.232)* .573 *	(.035) .096	(.028) .074	(.136)* .676 *	.458	
J	(.065) .105	(.074) .135	(.172)* .111 *	(.105)* 1.066 *	(.016) .106	(.074) .537	(-.099) -.700	(.109)* 1.441 *	.336	

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Table 7: Coefficients in Standardized and Unstandardized Forms

For White Females

White Females / N = 1168 /

	V	M	X	G	P	T	K	F	R	
G	(.064) .011	(.069)** .016**	(.037) .002						.139	
P	(.093)** .024**	(.156)** .054**	(.080)** .007**	(.147)** .218**					.324	
T	(-.023) -.006	(.042) .031	(.101)** .008**	(.242)** .325**					.277	
K	(-.028) -.007	(.101)** .031**	(.097)** .007**	(.127)** .167**					.208	
F	(.164)** .021**	(.095)** .016**	(.102)** .004**	(.200)** .148**					.380	
E	(.024) .015	(.153)** .128**	(.049) .010	(.208)** .748**	(.219)** .531**	(.026) .070	(.065)** .178**	(.239)** 1.168**	.594	
J	(.059) .101	(.071)** .159**	(.072)** .040**	(.145)** 1.395**	(.057) .368	(.035) .250	(-.021) -.154	(.123)** 1.610**	.331	

Table 8: Coefficients In Standardized and Unstandardized Forms For Black Males

Black Males / N = 287

	V	M	X	G	P	T	K	F	R	
G	(.103) .014	(.146)* .023 *	(.031) .002						.237	
P	(.011) .002	(.084) .021	(.073) .006	(.091) .150					.185	
T	(.047) .011	(.026) .007	(.076) .006	(.056) .091					.146	
K	(.052) .013	(-.017) -.004	(.078) .007	(.178)* .307 *					.221	
F	(.138)* .017 *	(.092) .012	(.126) .006	(.019) .017					.295	
E	(-.040) -.025	(.119) .082	(.074) .017	(.330)* 1.476 *	(.118) .322	(-.019) -.052	(-.107) -.277	(.304)* 1.157 *	.541	
J	(-.031) -.001	(.232)* .091 *	(-.001) -.075	(.291)* 6.074 *	(.114) 1.452	(-.005) -.069	(-.043) -.516	(.173)* 4.178 *	.484	

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Table 9: Coefficients In Standardized And Unstandardized Forms

For White Males

White Males / N = 1175 /

	V	M	X	G	P	T	K	F	R	
G	(.059) .010	(.110)** .025**	(.942)** .006**						.213	
P	(.163)** .034**	(.131)** .037**	(.067)** .005**	(.148)** .183**					.360	
T	(.056) .012	(.080)** .023**	(.095)** .007**	(.142)** .181**					.257	
K	(.057) .013	(.053) .016	(.029) .002	(.078)** .104**					.151	
F	(.198)** .023**	(.055) .009	(.103)** .004**	(.176)** .121**					.379	
E	(.101)** .065 *	(.070)** .061 *	(.092)** .028 *	(.250)** .950 *	(.184)** .569 *	(-.002) -.007	(.071) .203	(.273)* 1.514 *	.646	
J	(.037) .101	(.030) .110	(.213)** .204 *	(.192)* 3.085 *	(.124)* 1.612 *	(.011) .139	(-.024) -.290	(.264)* 6.185 *	.558	

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